

**IN THE UNITED STATES DISTRICT COURT
SOUTHERN DISTRICT OF OHIO
EASTERN DIVISION**

A.F., : CASE NO.: 2:23-cv-01241
: Plaintiff, : JUDGE SARGUS
: vs. : MAGISTRATE JUDGE
ASSOCIATION OF AMERICAN :
MEDICAL COLLEGES :
: Defendants. :

DECLARATION OF WILLIAM BENNINGER, PH.D.

I, William Benninger, declare the following under penalty of perjury:

1. I am over 18 years of age and otherwise competent to make this declaration. I have personal knowledge of the facts stated in this declaration.
2. Attached hereto as Exhibit 1 is a true and accurate copy of my curriculum vitae.
3. My practice specializes in the Diagnosis and Treatment of ADHD in Children, Adolescents, and Adults.
4. In or around January of 2023, I was contacted by A.F. to examine her and provide testing to determine if she suffers from ADHD and the effects, if any, on her. When A.F. presented to me, I was never advised that she was there “to get support for extra time on the MCAT” nor did my chart reflect that she presented to me to seek extra time for the MCAT.
5. Attached hereto as Exhibit 2 are true and accurate copies of the summary of test information gathered for purposes of my assessment.
6. Based upon my education, experience, and training, as well as my evaluation and testing of A.F., I can reasonably state to a degree of medical certainty AF suffers from the following: ADHD Combined Presentation moderate severity and Other Specified Neurodevelopmental Disorder with Working Memory and Other Executive Function Impairments.
7. I was also informed A.F. was previously diagnosed with Depressive Disorder and Anxiety Disorder.

8. Attached hereto as Exhibit 3 is a true and accurate copy of a report I prepared regarding A.F., which includes my opinions to a reasonable degree of medical certainty and her need for the accommodation of extra time and the basis for said accommodation.
9. Based upon my education, experience, and training, as well as my evaluation and testing of A.F., I can reasonably state to a degree of medical certainty A.F. has significant functional difficulties associated with her ADHD symptoms, including Executive Function impairments which impair her ability to remember what she read and concentrate. This disability substantially limits her ability to retain what she read and concentrate as compared to most people in the general public.
10. Based upon my education, experience, and training, as well as my evaluation and testing of A.F., I can reasonably state to a degree of medical certainty A.F. must be provided the “extra time” accommodation due to her disability referenced above.
11. Attached hereto as Exhibit 4 is a true and accurate copy of a supplemental report (some information has been redacted by agreement of the parties) regarding A.F. with additional explanation and support of her disability and the need for accommodation. Said report contains my opinions which are held to a reasonable degree of medical certainty.
12. Based upon my evaluation of A.F., she has evidenced numerous functional impairments to support my opinions. These impairments included difficulty with all phases of homework completion in high school and college, fine motor difficulties (messy handwriting), minor behavioral difficulties in school (out of uniform, late), severe difficulty persisting with uninteresting work, difficulty completing long-term projects (procrastination, plan/ organize, overwhelmed), time judgment difficulties (often late, misjudges time, loses track of time), money management difficulties (impulsive spending, forgetful), driving problems (locking keys in car, one speeding ticket, parking tickets, car towed) and occasional difficulty self-regulating anger.

A.F. indicated that she struggles to process information, is very disorganized, forgetful, misplaces and/or forgets important materials, has trouble sustaining her effort with uninteresting tasks, and is inattentive. All are consistent with my diagnosis and supportive of my opinions.

13. I conducted all of the testing and provided all of the information as set forth in AAMC’s website regarding what “information that is required to support” an applicant’s request for an accommodation for an applicant with Learning disabilities, ADHD and Psychiatric Disabilities. Any additional testing was not

necessary to diagnose A.F. and support the need for the extra time accommodation

14. A.F.'s academic success and success outside of school have no bearing on her need for the "extra time" accommodation.

I declare under penalty of perjury that the foregoing is true and correct.



William Benninger

ADHD Specialists of Columbus

*Specializing in the Diagnosis and Treatment of ADHD
Children, Adolescents and Adults*

William B. Benninger, Ph.D.
Tara L. Benninger, Ph.D.
130 B Northwoods Blvd., Columbus, Ohio 43235
phone (614) 888-2343 (ADHD) • fax (614) 846-1849

Post-Doctoral training in psychological assessment,

Ph.D., Counseling Psychology, The Ohio State University, 6/79
A.P.A. Approved

Internship, Wichita Collaborative Psychology Internship
Program, 8/77 - 8/78, ABA Approved Program

MA Counseling Psychology, The Ohio State University, 3/77

BA Psychology, The Ohio State University, 6/75

Professional Experience

11/1985 - Present	William B. Benninger, Ph.D. Psychologist - Private Practice 130B Northwoods Blvd. Columbus, Ohio 43235
05/1999 – Present	ADDvisor.com Co-Founder www.ADDvisor.com
03/2013 – Present	Institute for Human Services President - Board of Directors
04/2017 - Present	Institute for Brain Potential ADHD Expert Lecturer
06/94 - 6/2017	The Ohio State University Adjunct Assistant Professor Department of Clinical Psychology 131 Psychology Building 1835 Neil Avenue Columbus, Ohio 43210

6/82 – 12/09	Institute for Human Services Chief of Psychology 1706 East Broad Street Columbus, Ohio 43203
4/95 – 6/01	Mt. Carmel Medical Center Department of Medicine - Medical Staff Columbus, Ohio 43222
6/79 - 10/85	Central Ohio Mental Health Center Psychologist 1607 Columbus Pike Delaware, Ohio 43015
11/80 - 10/85	Northwest Psychological Associates Psychologist - Private Practice 760 Northlawn Road Columbus, Ohio 43214
12/78 - 12/80	Family Counseling and Crittenden Services Psychology Assistant Fishinger Road Columbus, Ohio 43216

Honors, Awards, Certifications, Committees, and Presentations (selected)

- Advances in Understanding Solving the ADHD Puzzle. A full day workshop sponsored by the Institute for Brain Potential, San Jose, California. April 2017, March 2019, March 2020, August 2020, October 2020, 2021, 2022.
- ADHD, Executive Function Disorders and Oppositional Defiant Disorder. Focus On Youth Conference Keynote Presentation, May 2015.
- Why Don't They Show What They Know? Understanding, Diagnosing, and Treating ADHD and Executive Function Disorders. Full day workshop for professionals, parents, and teachers. Columbus, Ohio. October 2012, 2013, 2015.
- ADHD: Careful Diagnosis and Effective Treatment, Columbus, Ohio. Full day workshop for professionals. October, 2009; April 2010
- ADHD: Cogmed Working Memory Training; Research and Practice. CHADD International Conference; Cleveland, Ohio, October, 2009
- Children and Adults with ADHD (CHADD) International Conference, Anaheim, California, Research Poster Presentation - The Effects of Working Memory Training for Children with ADHD ages 7-17. 2008.
- Cogmed International Professional Conference – Phoenix, Arizona – The Effects of Working Memory Training for Children with ADHD ages 7-17. 2008
- Temple University – Department of Special Education – ADHD and Cogmed Working Memory Training - 2008
- Indiana School of Medicine – ADHD and Cogmed Working Memory Training - 2008

- Columbus Children's Hospital – Pediatric Residents Conference-ADHD Past Present and Future - 2006
- Columbus Children's Hospital – Adolescent Pearls Conference – ADHD Behavioral Interventions - 2005
- Central Ohio Pediatric Society – ADHD and Adolescents – 2005
- Independent Schools Association National Conference – ADHD and the Independent School Student - 2005
- CHADD National Innovative Practice Award – 2001, 2002, 2003, 2004, 2005, 2006, 2007
- Department of Children's Services - Grand Cayman, Cayman Islands, Understanding and Treating Adolescents; A four-day workshop for mental health professionals-1995.

- National Register of Health Service Providers in Psychology
- Diplomate, International Academy of Behavioral Medicine, Counseling and Psychotherapy, Inc.
- Certified Trainer – The Nurtured Heart Approach
- Mayors' Task Force for Alcohol and Drug Prevention
- CNN - guest expert re: Effect of the Gulf War on Adolescents and Children 1990
- USA Give - Vice President 1990-1991

Publications

Benninger, Bill, Building Strong Families. Monograph, 1982.

Benninger, W.B., and Walsh, W. Bruce. Holland's Theory and Non-College Degreed Working Men and Woman. Journal of Vocational Behavior, 17, 1980.

Benninger, William B.; Hughes, Ronald C. Emancipation Assessment Battery. Developmental Systems Inc., 1989.

Benninger, William B.; Kern, Leslie; Hodgson, David. USA Give - A Model of Professional Altruism. Register Report Vol. 16, No. 4, January 1991.

Benninger, W.B.; Rycus, J. and Hughes, R.C. A Teachers Guide to Recognizing Psychological and Behavioral Problems of Students, Multi-Health Systems, Inc., 1992.

Benninger, W.B.; Rycus, J. and Hughes, R.C. A Parent's Guide to Recognizing Psychological and Behavioral Problems of Adolescents, Multi-Health Systems, Inc., 1992.

Beck, S.J.; Hanson, C.A.; Puffenberger, S.S.; Benninger, K.L.; Benninger, W.B.; A Controlled Trial of Working Memory Training for Children and Adolescents with ADHD. Journal of Clinical Child and Adolescent Psychology, 39(6), 2010.

Graham, A.R, Benninger, W.B.; Parental Perceptions of the Efficacy of Cogmed Working Memory Training, Applied Neuropsychology: Child, 5:3, 173-179, 2016.

Professional Associations

- Children and Adults with Attention Deficit Disorder (CHADD)
- American Psychological Association (APA)
- Ohio Psychological Association (OPA)

SELF-REPORT VERSION RATING FORM

Stephen B. McCarney

PROFILE SHEET

Name: [REDACTED]

Gender: F

Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

Date of rating: 1023

(year)

1

(month)

21

(day)

Date of birth: [REDACTED]

(year)

[REDACTED]

(month)

[REDACTED]

(day)

Age at rating: 21

(years)

9

(months)

17

(days)

SUMMARY OF SCORES			
Subscales	Raw Score	Standard Score (Appendix A)	Raw Score SEM (Table 6)
1. Inattentive	<u>83</u>	0	
2. Hyperactive-Impulsive	<u>68</u>	1	

TOTAL SCORE			
Sum of Subscale SS	Percentile (Appendix B)	Sum of Subscale RS	Raw Score SEM (Table 6)

Standard Scores	Subscales		Percentiles	Percentile Rank
	1 Inattentive	2 Hyperactive-Impulsive		
20	●	●	≥99	●
19	●	●	95	●
18	●	●	90	●
17	●	●	85	●
16	●	●	80	●
15	●	●	75	●
14	●	●	70	●
13	●	●	65	●
12	●	●	60	●
11	●	●	55	●
10	●	●	50	●
9	●	●	45	●
8	●	●	40	●
7	●	●	35	●
6	●	●	30	●
5	●	●	25	●
4	●	●	20	●
3	●	●	15	●
2	●	●	10	●
1	●	●	5	●
0	●	●	≤1	●

Important: Before using this scale, read the section titled Rating Guidelines on page one.

A-ADDES S-RV

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TO RATER: Rate yourself using the quantifiers (0-4) provided.
Every item must be rated. Do not leave any boxes blank.

DO NOT ENGAGE IN THE BEHAVIOR	ONE TO SEVERAL TIMES PER MONTH	ONE TO SEVERAL TIMES PER WEEK	ONE TO SEVERAL TIMES PER DAY	ONE TO SEVERAL TIMES PER HOUR
<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

SUBSCALE 1

1. I am easily distracted from tasks by external stimuli at home (e.g., TV, radio, etc.).

2. I have difficulty with activities which require sustained listening (e.g., listening to and following verbal directions) (NOT DUE TO HEARING LOSS).

0. I fail to direct or maintain attention to important sounds in the immediate environment (e.g., warning signals, timers, etc.) (NOT DUE TO HEARING LOSS).

3. I need verbal directions and questions frequently repeated (e.g., miss part of directions/questions, need reminders, etc.) (NOT DUE TO HEARING LOSS).

4. I have difficulty concentrating (e.g., following a conversation, concentrating when reading, etc.).

4. I am disorganized with my possessions (e.g., lose or fail to find important papers, wallet, keys, clothes, etc.).

3. I fail to remain on-task to complete or finish chores at home (e.g., more interested in other activities, sit and do nothing, stare at the TV, etc.).

4. I forget (e.g., events or appointments, to return things, to do things, etc.).

4. I change from one activity to another without finishing the first, without putting things away, before it is time to move on to the next activity, etc.

4. I have a short attention span unless the topic or task is interesting to me (e.g., difficulty paying attention during a movie/TV program, difficulty directing attention to the task at hand, easily distracted, etc.).

1. I fail to complete and return work assignments which I bring home. (If you do not bring work home, rate this item 0.)

2. I fail to independently perform or complete chores or fulfill responsibilities (e.g., have to be reminded, fail to begin or complete responsibilities without assistance, etc.).

3. I fail to remain on-task to prepare for work assignments (e.g., fail to study for a presentation, fail to finish tasks taken home, etc.). (If it is not necessary to prepare for work assignments at home, rate this item 0.)

3. I have difficulty organizing responsibilities (e.g., difficulty using time efficiently, difficulty performing chores, lose things, difficulty returning home on time, fail to return things, etc.).

3. I complete tasks with little or no regard for quality or neatness of work.

4. I have difficulty reading (NOT DUE TO VISION LOSS) or following written directions (e.g., difficulty following written steps provided until task is completed, etc.).

3. I am easily frustrated by tasks which are not interesting to me (e.g., give up easily, fail to put forth my best effort, etc.).

3. I fail to follow necessary steps in tasks (e.g., performing chores, operating tools or appliances, etc.).

3. I have difficulty managing time at home (e.g., fail to complete tasks on time, fail to accurately estimate the amount of time to finish a chore or activity, etc.).

3. I have difficulty getting a task started and I tend to put off things and procrastinate.

1. I require eye contact in order to listen successfully (e.g., one-to-one situation) (NOT DUE TO HEARING LOSS).

3. I have difficulty demonstrating short-term memory skills (e.g., fail to remember two- or three-step directions, fail to remember materials needed for a task, etc.).

3. I have difficulty remembering sequences (e.g., events in a daily routine, steps in an activity, etc.).

4. I lose track of what I am doing (e.g., forget why I went to get something, etc.).

3. I have difficulty managing time at work (e.g., fail to complete tasks on time, fail to accurately estimate the amount of time to finish a task or assignment, etc.).

26. I have difficulty managing paperwork on the job. (If you do not work on paperwork, rate this item a 0.)

27. I have difficulty listening to and/or paying attention in conversations with fellow employees and/or supervisors (NOT DUE TO HEARING LOSS).

28. I attend more successfully when close to the source of sound (e.g., the person speaking during a meeting or conference situation) (NOT DUE TO HEARING LOSS).

29. I fail to perform and/or complete work assignments during work time (e.g., fail to use the workday efficiently to finish tasks, fail to meet stated deadlines for project/assignment completion, go to another assignment before completing the first, etc.).

30. I am disorganized at work (e.g., not having necessary materials, missing materials, failing to find completed assignments, failing to follow the steps of the assignment, etc.).

31. I fail to perform up to my ability level at work (i.e., perform below my expected level of performance, etc.).

43

Raw Score

SUBSCALE 2

32. I have difficulty waiting my turn at home or at work.

33. I interrupt others (e.g., begin talking while others are talking, etc.).

34. I am impulsive (e.g., act before thinking, react immediately to situations without thinking, impatient, etc.).

35. I have difficulty following a routine (e.g., do things out of order, fail to wait for an activity at the scheduled time, etc.).

36. I start things before receiving and/or reading directions/instructions (e.g., fail to follow directions/instructions for finishing an assignment at work, fail to finish tasks at home, etc.).

37. I disturb others (e.g., during private times, when people are talking, when people are involved in activities, etc.).

38. I fail to consider the consequences of my behavior (e.g., act before evaluating the possible consequences of my actions, etc.).

39. I have accidents or make mistakes which are the result of impulsive or careless behavior (e.g., traffic tickets, frequent car accidents, etc.).

40. I move about while seated (e.g., fidget, squirm, etc.).

41. I feel restless (e.g., shift positions in my seat, pace about, etc.).

42. I have difficulty remaining seated when it is expected (e.g., religious service, entertainment activities, during a meeting, etc.).

43. I handle objects excessively (e.g., twirl pencils or pens, play with things, click ballpoint pens, sharpen pencils, etc.).

44. I have difficulty adjusting my behavior to the expectations of different situations (e.g., get excited during an activity, difficulty settling down for a quiet activity, etc.).

45. I move about unnecessarily (e.g., difficulty sitting still, leave seat, walk around, etc.).

46. I make excessive noise (e.g., interrupt, hum, talk excessively, etc.).

47. I talk beyond what is expected or at inappropriate times.

48. I engage in inappropriate behaviors while seated (e.g., tip my chair, put my feet on the table, tap and make noises, etc.).

49. I engage in nervous habits (e.g., bite my fingernails, twirl my hair, drum my fingers on tables, chew pencils or pens, chew the inside of my cheek, etc.).

50. I engage in unpredictable behavior (e.g., fail to react in a socially acceptable manner to daily occurrences, act before thinking, etc.).

51. I engage in physically daring activities (e.g., take unnecessary risks, fail to consider the possible hazards of my behavior, engage in reckless driving, etc.).

52. I talk to my spouse/significant other when that person is busy doing something independently (i.e., interrupt).

53. I need to have my demands met immediately (e.g., difficulty waiting for anything, etc.).

54. I blurt out responses or answers before it is appropriate at work.

55. I have difficulty working effectively in a group situation (e.g., fail to stay on-task and remain productive when at a table with fellow employees and/or at a desk with co-workers nearby, etc.).

56. I intrude on others at work (e.g., when people are talking, trying to work, or involved in activities, etc.).

57. I am late, or unprepared for work (e.g., fail to finish expected tasks, late to work, etc.).

58. I get overexcited (e.g., lose control in group activities, become loud, etc.).

66

Raw Score

BAARS-IV: Self-Report: Current Symptoms

Name: [REDACTED] Date: 1/22/23

Sex: (circle one) Male Female Age: 11

For the first 27 items, please circle the number next to each item below that best describes your behavior DURING THE PAST 6 MONTHS. Then answer the remaining three questions. Please ignore the sections marked "Office Use Only."

Section 1 (Inattention)	Never or rarely	Sometimes	Often	Very often
1. Fail to give close attention to details or make careless mistakes in my work or other activities	1	2	3	4
2. Difficulty sustaining my attention in tasks or fun activities	1	2	3	4
3. Don't listen when spoken to directly	1	2	3	4
4. Don't follow through on instructions and fail to finish work or chores.	1	2	3	4
5. Have difficulty organizing tasks and activities	1	2	3	4
6. Avoid, dislike, or am reluctant to engage in tasks that require sustained mental effort	1	2	3	4
7. Lose things necessary for tasks or activities	1	2	3	4
8. Easily distracted by extraneous stimuli or irrelevant thoughts.	1	2	3	4
9. Forgetful in daily activities	1	2	3	4
Office Use Only (Section 1)	0	4	9	16
Total Score: 29 Symptom Count: 7				
Section 2 (Hyperactivity)	Never or rarely	Sometimes	Often	Very often
10. Fidget with hands or feet or squirm in seat	1	2	3	4
11. Leave my seat in classrooms or in other situations in which remaining seated is expected	1	2	3	4
12. Shift around excessively or feel restless or hemmed in	1	2	3	4
13. Have difficulty engaging in leisure activities quietly (feel uncomfortable, or am loud or noisy)	1	2	3	4
14. I am "on the go" or act as if "driven by a motor" (or I feel like I have to be busy or always doing something)	1	2	3	4
Office Use Only (Section 2)	0	6	3	4
Total Score: 13 Symptom Count: 2				

(continued)

Section 3 (Impulsivity)	Never or rarely	Sometimes	Often	Very often
15. Talk excessively (in social situations)	1	2	3	4
16. Blurt out answers before questions have been completed, complete others' sentences, or jump the gun	1	2	3	4
17. Have difficulty awaiting my turn	1	2	3	4
18. Interrupt or intrude on others (butt into conversations or activities without permission or take over what others are doing)	1	2	3	4
Office use only (Section 3) Total Score: <u>11</u> Symptom Count: <u>3</u>	1	0	6	4
Section 4 (Sluggish Cognitive Tempo)	Never or rarely	Sometimes	Often	Very often
19. Prone to daydreaming when I should have been concentrating on something or working	1	2	3	4
20. Have trouble staying alert or awake in boring situations	1	2	3	4
21. Easily confused	1	2	3	4
22. Easily bored	1	2	3	4
23. Spacey or "in a fog"	1	2	3	4
24. Lethargic, more tired than others	1	2	3	4
25. Underactive or have less energy than others	1	2	3	4
26. Slow moving	1	2	3	4
27. I don't seem to process information as quickly or as accurately as others.	1	2	3	4
Office use only (Section 4) Total Score: _____ Symptom Count: _____				
Total Scores for Entire Scale:				
Sum of Sections Raw Scores 1 – 3 Total ADHD Score _____				
Section 1 Symptom Count _____				
Sum of Sections 2 and 3 Symptom Counts _____				
Total ADHD Symptom Count _____ (Sum of 1 – 3)				
SCT Symptom Count _____				

(continued)

85-61-60-83-71-81-70

CAARS-Self-Report: Long Version (CAARS-S:L)

by C. K. Conners, Ph.D., D. Erhardt, Ph.D., & E. P. Sparrow, M.A.

Client ID: _____	Gender: M <input checked="" type="radio"/> F <input type="radio"/>
Birthdate [REDACTED]	Today's Date: _____ / _____ / _____ Month Day Year

Instructions: Listed below are items concerning behaviors or problems sometimes experienced by adults. Read each item carefully and decide how much or how frequently each item describes you recently. Indicate your response for each item by circling the number that corresponds to your choice. Use the following scale: 0 = Not at all, never; 1 = Just a little, once in a while; 2 = Pretty much, often; and 3 = Very much, very frequently.

1. I like to be doing active things.
2. I lose things necessary for tasks or activities (e.g., to-do lists, pencils, books, or tools).
3. I don't plan ahead.
4. I blurt out things.
5. I am a risk-taker or a daredevil.
6. I get down on myself.
7. I don't finish things I start.
8. I am easily frustrated.
9. I talk too much.
10. I am always on the go, as if driven by a motor.
11. I'm disorganized.
12. I say things without thinking.
13. It's hard for me to stay in one place very long.
14. I have trouble doing leisure activities quietly.
15. I'm not sure of myself.
16. It's hard for me to keep track of several things at once.
17. I'm always moving even when I should be still.
18. I forget to remember things.
19. I have a short fuse/hot temper.
20. I'm bored easily.
21. I leave my seat when I am not supposed to.
22. I have trouble waiting in line or taking turns with others.
23. I still throw tantrums.
24. I have trouble keeping my attention focused when working.
25. I seek out fast paced, exciting activities.
26. I avoid new challenges because I lack faith in my abilities.
27. I feel restless inside even if I am sitting still.
28. Things I hear or see distract me from what I'm doing.
29. I am forgetful in my daily activities.
30. Many things set me off easily.
31. I dislike quiet, introspective activities.
32. I lose things that I need.
33. I have trouble listening to what other people are saying.

	Not at all, never	Just a little, once in a while	Pretty much, often	Very much, very frequently
1. I like to be doing active things.	0	1	2	3
2. I lose things necessary for tasks or activities (e.g., to-do lists, pencils, books, or tools).	0	1	2	3
3. I don't plan ahead.	0	1	2	3
4. I blurt out things.	0	1	2	3
5. I am a risk-taker or a daredevil.	0	1	2	3
6. I get down on myself.	0	1	2	3
7. I don't finish things I start.	0	1	2	3
8. I am easily frustrated.	0	1	2	3
9. I talk too much.	0	1	2	3
10. I am always on the go, as if driven by a motor.	0	1	2	3
11. I'm disorganized.	0	1	2	3
12. I say things without thinking.	0	1	2	3
13. It's hard for me to stay in one place very long.	0	1	2	3
14. I have trouble doing leisure activities quietly.	0	1	2	3
15. I'm not sure of myself.	0	1	2	3
16. It's hard for me to keep track of several things at once.	0	1	2	3
17. I'm always moving even when I should be still.	0	1	2	3
18. I forget to remember things.	0	1	2	3
19. I have a short fuse/hot temper.	0	1	2	3
20. I'm bored easily.	0	1	2	3
21. I leave my seat when I am not supposed to.	0	1	2	3
22. I have trouble waiting in line or taking turns with others.	0	1	2	3
23. I still throw tantrums.	0	1	2	3
24. I have trouble keeping my attention focused when working.	0	1	2	3
25. I seek out fast paced, exciting activities.	0	1	2	3
26. I avoid new challenges because I lack faith in my abilities.	0	1	2	3
27. I feel restless inside even if I am sitting still.	0	1	2	3
28. Things I hear or see distract me from what I'm doing.	0	1	2	3
29. I am forgetful in my daily activities.	0	1	2	3
30. Many things set me off easily.	0	1	2	3
31. I dislike quiet, introspective activities.	0	1	2	3
32. I lose things that I need.	0	1	2	3
33. I have trouble listening to what other people are saying.	0	1	2	3

Items continued on back page...



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In Canada, 3770 Victoria Park Ave., Toronto, ON M2H 3M6, (800) 268-6011. International, +1-416-492-2627. Fax, +1-416-492-3343 or (858) 540-4484.

CAARS-Self-Report: Long Version (CAARS-S:L)

by C. K. Conners, Ph.D., D. Erhardt, Ph.D., & E. P. Sparrow, M.A.

	Not at all, never	Just a little, once in a while	Pretty much, often	Very much, very frequently
34. I am an underachiever.	0	1	2	3
35. I interrupt others when talking.	0	1	2	3
36. I change plans/jobs in midstream.	0	1	2	3
37. I act okay on the outside, but inside I'm unsure of myself.	0	1	2	3
38. I am always on the go.	0	1	2	3
39. I make comments/remarks that I wish I could take back.	0	1	2	3
40. I can't get things done unless there's an absolute deadline.	0	1	2	3
41. I fidget (with my hands or feet) or squirm in my seat.	0	1	2	3
42. I make careless mistakes or have trouble paying close attention to detail.	0	1	2	3
43. I step on people's toes without meaning to.	0	1	2	3
44. I have trouble getting started on a task.	0	1	2	3
45. I intrude on others' activities.	0	1	2	3
46. It takes a great deal of effort for me to sit still.	0	1	2	3
47. My moods are unpredictable.	0	1	2	3
48. I don't like homework or job activities where I have to think a lot.	0	1	2	3
49. I'm absent-minded in daily activities.	0	1	2	3
50. I am restless or overactive.	0	1	2	3
51. I depend on others to keep my life in order and attend to the details.	0	1	2	3
52. I annoy other people without meaning to.	0	1	2	3
53. Sometimes my attention narrows so much that I'm oblivious to everything else; other times it's so broad that everything distracts me.	0	1	2	3
54. I tend to squirm or fidget.	0	1	2	3
55. I can't keep my mind on something unless it's really interesting.	0	1	2	3
56. I wish I had greater confidence in my abilities.	0	1	2	3
57. I can't sit still for very long.	0	1	2	3
58. I give answers to questions before the questions have been completed.	0	1	2	3
59. I like to be up and on the go rather than being in one place.	0	1	2	3
60. I have trouble finishing job tasks or schoolwork.	0	1	2	3
61. I am irritable.	0	1	2	3
62. I interrupt others when they are working or playing.	0	1	2	3
63. My past failures make it hard for me to believe in myself.	0	1	2	3
64. I am distracted when things are going on around me.	0	1	2	3
65. I have problems organizing my tasks and activities.	0	1	2	3
66. I misjudge how long it takes to do something or go somewhere.	0	1	2	3

BRIEF®-A Score Summary Table

Scale/Index	Raw Score	T Score	Percentile	90% CI
<i>Inhibit</i>	20	77	99	69 - 85
<i>Shift</i>	10	56	77	48 - 64
<i>Emotional Control</i>	17	54	60	49 - 59
<i>Self-Monitor</i>	12	63	92	55 - 71
Behavioral Regulation Index (BRI)	59	64	86	60 - 68
<i>Initiate</i>	19	73	98	65 - 81
<i>Working Memory</i>	23	89	>99	82 - 96
<i>Plan/Organize</i>	25	78	>99	71 - 85
<i>Task Monitor</i>	16	81	>99	72 - 90
<i>Organization of Materials</i>	23	78	>99	72 - 84
<i>Metacognition Index (MI)</i>	106	85	>99	81 - 89
Global Executive Composite (GEC)	165	78	>99	75 - 81

Validity Scale	Raw Score	Cumulative %	Protocol Classification
<i>Negativity</i>	3	0 - 98.3	Acceptable
<i>Infrequency</i>	0	0 - 97.3	Acceptable
<i>Inconsistency</i>	2	0 - 99.2	Acceptable

Note: Age-specific norms have been used to generate this profile.

For additional normative information, refer to the Appendices in the BRIEF®-A Professional Manual.

Your Name REDACTEDToday's Date 1/22/23Gender Male FemaleAge REDACTEDDate of Birth REDACTEDYears of Education: 18Level of Education: Less than High School High School College Master's degree Doctorate OtherDuring the past month, how often has each of the following behaviors been a *problem*?**N = Never****S = Sometimes****O = Often**

1. I have angry outbursts	N	<input checked="" type="checkbox"/> S	O
2. I make careless errors when completing tasks	N	<input type="checkbox"/> S	<input type="checkbox"/> O
3. I am disorganized	N	<input type="checkbox"/> S	<input type="checkbox"/> O
4. I have trouble concentrating on tasks (such as chores, reading, or work)	N	<input type="checkbox"/> S	<input type="checkbox"/> O
5. I tap my fingers or bounce my legs	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
6. I need to be reminded to begin a task even when I am willing	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
7. I have a messy closet	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
8. I have trouble changing from one activity or task to another	N	<input type="checkbox"/> S	<input checked="" type="checkbox"/> O
9. I get overwhelmed by large tasks	N	<input type="checkbox"/> S	<input checked="" type="checkbox"/> O
10. I forget my name	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
11. I have trouble with jobs or tasks that have more than one step	<input checked="" type="checkbox"/> N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
12. I overreact emotionally	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
13. I don't notice when I cause others to feel bad or get mad until it is too late	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
14. I have trouble getting ready for the day	N	<input type="checkbox"/> S	<input type="checkbox"/> O
15. I have trouble prioritizing activities	N	<input type="checkbox"/> S	<input type="checkbox"/> O
16. I have trouble sitting still	N	<input type="checkbox"/> S	<input type="checkbox"/> O
17. I forget what I am doing in the middle of things	N	<input type="checkbox"/> S	<input type="checkbox"/> O
18. I don't check my work for mistakes	N	<input checked="" type="checkbox"/> S	<input type="checkbox"/> O
19. I have emotional outbursts for little reason	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
20. I lie around the house a lot	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
21. I start tasks (such as cooking, projects) without the right materials	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
22. I have trouble accepting different ways to solve problems with work, friends, or tasks	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
23. I talk at the wrong time	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
24. I misjudge how difficult or easy tasks will be	N	<input type="checkbox"/> S	<input type="checkbox"/> O
25. I have problems getting started on my own	N	<input type="checkbox"/> S	<input type="checkbox"/> O
26. I have trouble staying on the same topic when talking	N	<input type="checkbox"/> S	<input type="checkbox"/> O
27. I get tired	N	<input type="checkbox"/> S	<input type="checkbox"/> O
28. I react more emotionally to situations than my friends	N	<input type="checkbox"/> S	<input type="checkbox"/> O
29. I have problems waiting my turn	N	<input type="checkbox"/> S	<input type="checkbox"/> O
30. People say that I am disorganized	N	<input type="checkbox"/> S	<input type="checkbox"/> O
31. I lose things (such as keys, money, wallet, homework, etc.)	N	<input type="checkbox"/> S	<input type="checkbox"/> O
32. I have trouble thinking of a different way to solve a problem when stuck	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
33. I overreact to small problems	N	<input type="checkbox"/> S	<input type="checkbox"/> O
34. I don't plan ahead for future activities	N	<input type="checkbox"/> S	<input type="checkbox"/> O
35. I have a short attention span	N	<input type="checkbox"/> S	<input checked="" type="checkbox"/> O
36. I make inappropriate sexual comments	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O
37. When people seem upset with me, I don't understand why	N	<input type="checkbox"/> S	<input type="checkbox"/> O
38. I have trouble counting to three	<input checked="" type="checkbox"/> N	<input type="checkbox"/> S	<input type="checkbox"/> O

During the past month, how often has each of the following behaviors been a *problem*?

N = Never S = Sometimes O = Often

39. I have unrealistic goals	N	S	O
40. I leave the bathroom a mess	N	S	O
41. I make careless mistakes	N	S	O
42. I get emotionally upset easily	N	S	O
43. I make decisions that get me into trouble (legally, financially, socially)	N	S	O
44. I am bothered by having to deal with changes	N	S	O
45. I have difficulty getting excited about things	N	S	O
46. I forget instructions easily	N	S	O
47. I have good ideas but cannot get them on paper	N	S	O
48. I make mistakes	N	S	O
49. I have trouble getting started on tasks	N	S	O
50. I say things without thinking	N	S	O
51. My anger is intense but ends quickly	N	S	O
52. I have trouble finishing tasks (such as chores, work)	N	S	O
53. I start things at the last minute (such as assignments, chores, tasks)	N	S	O
54. I have difficulty finishing a task on my own	N	S	O
55. People say that I am easily distracted	N	S	O
56. I have trouble remembering things, even for a few minutes (such as directions, phone numbers)	N	S	O
57. People say that I am too emotional	N	S	O
58. I rush through things	N	S	O
59. I get annoyed	N	S	O
60. I leave my room or home a mess	N	S	O
61. I get disturbed by unexpected changes in my daily routine	N	S	O
62. I have trouble coming up with ideas for what to do with my free time	N	S	O
63. I don't plan ahead for tasks	N	S	O
64. People say that I don't think before acting	N	S	O
65. I have trouble finding things in my room, closet, or desk	N	S	O
66. I have problems organizing activities	N	S	O
67. After having a problem, I don't get over it easily	N	S	O
68. I have trouble doing more than one thing at a time	N	S	O
69. My mood changes frequently	N	S	O
70. I don't think about consequences before doing something	N	S	O
71. I have trouble organizing work	N	S	O
72. I get upset quickly or easily over little things	N	S	O
73. I am impulsive	N	S	O
74. I don't pick up after myself	N	S	O
75. I have problems completing my work	N	S	O

0 = Not at all 1 = A little bit 2 = Moderately 3 = Quite a bit 4 = Extremely

HOW MUCH WERE YOU DISTRESSED BY:

41-73-64-63-57

1. Headaches (1) (2) (3) (4)
2. Nervousness or shakiness inside (0) (2) (3) (4)
3. Repeated unpleasant thoughts that won't leave your mind (0) (2) (3) (4)
4. Faintness or dizziness (0) (1) (2) (3) (4)
5. Loss of sexual interest or pleasure (0) (1) (2) (3) (4)
6. Feeling critical of others (0) (1) (2) (3) (4)
7. The idea that someone else can control your thoughts (0) (1) (2) (3) (4)
8. Feeling others are to blame for most of your troubles (0) (1) (2) (3) (4)
9. Trouble remembering things (0) (1) (2) (3) (4)
10. Worried about sloppiness or carelessness (0) (1) (2) (3) (4)
11. Feeling easily annoyed or irritated (0) (1) (2) (3) (4)
12. Pains in heart or chest (0) (1) (2) (3) (4)
13. Feeling afraid in open spaces or on the streets (0) (1) (2) (3) (4)
14. Feeling low in energy or slowed down (0) (1) (2) (3) (4)
15. Thoughts of ending your life (0) (1) (2) (3) (4)
16. Hearing voices that other people do not hear (0) (1) (2) (3) (4)
17. Trembling (0) (1) (2) (3) (4)
18. Feeling that most people cannot be trusted (0) (1) (2) (3) (4)
19. Poor appetite (0) (1) (2) (3) (4)
20. Crying easily (0) (1) (2) (3) (4)
21. Feeling shy or uneasy with the opposite sex (0) (1) (2) (3) (4)
22. Feelings of being trapped or caught (0) (1) (2) (3) (4)
23. Suddenly scared for no reason (0) (1) (2) (3) (4)
24. Temper outbursts that you could not control (0) (1) (2) (3) (4)
25. Feeling afraid to go out of your house alone (0) (1) (2) (3) (4)
26. Blaming yourself for things (0) (1) (2) (3) (4)
27. Pains in lower back (0) (1) (2) (3) (4)
28. Feeling blocked in getting things done (0) (1) (2) (3) (4)
29. Feeling lonely (0) (1) (2) (3) (4)
30. Feeling blue (0) (1) (2) (3) (4)

0 = Not at all 1 = A little bit 2 = Moderately 3 = Quite a bit 4 = Extremely

HOW MUCH WERE YOU DISTRESSED BY:

31. Worrying too much about things 1 2 3 4 5 6 7 8 9 10

32. Feeling no interest in things 1 2 3 4 5 6 7 8 9 10

33. Feeling fearful 1 2 3 4 5 6 7 8 9 10

34. Your feelings being easily hurt 1 2 3 4 5 6 7 8 9 10

35. Other people being aware of your private thoughts 1 2 3 4 5 6 7 8 9 10

36. Feeling others do not understand you or are unsympathetic 1 2 3 4 5 6 7 8 9 10

37. Feeling that people are unfriendly or dislike you 1 2 3 4 5 6 7 8 9 10

38. Having to do things very slowly to insure correctness 1 2 3 4 5 6 7 8 9 10

39. Heart pounding or racing 1 2 3 4 5 6 7 8 9 10

40. Nausea or upset stomach 1 2 3 4 5 6 7 8 9 10

41. Feeling inferior to others 1 2 3 4 5 6 7 8 9 10

42. Soreness of your muscles 1 2 3 4 5 6 7 8 9 10

43. Feeling that you are watched or talked about by others 1 2 3 4 5 6 7 8 9 10

44. Trouble falling asleep 1 2 3 4 5 6 7 8 9 10

45. Having to check and double-check what you do 1 2 3 4 5 6 7 8 9 10

46. Difficulty making decisions 1 2 3 4 5 6 7 8 9 10

47. Feeling afraid to travel on buses, subways, or trains 1 2 3 4 5 6 7 8 9 10

48. Trouble getting your breath 1 2 3 4 5 6 7 8 9 10

49. Hot or cold spells 1 2 3 4 5 6 7 8 9 10

50. Having to avoid certain things, places, or activities because they frighten you 1 2 3 4 5 6 7 8 9 10

51. Your mind going blank 1 2 3 4 5 6 7 8 9 10

52. Numbness or tingling in parts of your body 1 2 3 4 5 6 7 8 9 10

53. A lump in your throat 1 2 3 4 5 6 7 8 9 10

54. Feeling hopeless about the future 1 2 3 4 5 6 7 8 9 10

55. Trouble concentrating 1 2 3 4 5 6 7 8 9 10

56. Feeling weak in parts of your body 1 2 3 4 5 6 7 8 9 10

57. Feeling tense or keyed up 1 2 3 4 5 6 7 8 9 10

58. Heavy feelings in your arms or legs 1 2 3 4 5 6 7 8 9 10

59. Thoughts of death or dying 1 2 3 4 5 6 7 8 9 10

60. Overeating 1 2 3 4 5 6 7 8 9 10

0 = Not at all 1 = A little bit 2 = Moderately 3 = Quite a bit 4 = Extremely

HOW MUCH WERE YOU DISTRESSED BY:

61. Feeling uneasy when people are watching or talking about you 1 2 3 4 31 0 1 2 3 4 1 0 1 2 3 4

62. Having thoughts that are not your own 1 2 3 4 32 0 1 2 3 4 2 0 1 2 3 4

63. Having urges to beat, injure, or harm someone 1 2 3 4 33 0 1 2 3 4 3 0 1 2 3 4

64. Awakening in the early morning 0 1 2 3 4 34 0 1 2 3 4 4 0 1 2 3 4

65. Having to repeat the same actions such as touching, counting, or washing 1 2 3 4 35 0 1 2 3 4 5 0 1 2 3 4

66. Sleep that is restless or disturbed 0 1 2 3 4 36 0 1 2 3 4 6 0 1 2 3 4

67. Having urges to break or smash things 1 2 3 4 37 0 1 2 3 4 7 0 1 2 3 4

68. Having ideas or beliefs that others do not share 1 2 3 4 38 0 1 2 3 4 8 0 1 2 3 4

69. Feeling very self-conscious with others 0 1 2 3 4 39 0 1 2 3 4 9 0 1 2 3 4

70. Feeling uneasy in crowds, such as shopping or at a movie 1 2 3 4 40 0 1 2 3 4 10 0 1 2 3 4

71. Feeling everything is an effort 1 2 3 4 41 0 1 2 3 4 11 0 1 2 3 4

72. Spells of terror or panic 1 2 3 4 42 0 1 2 3 4 12 0 1 2 3 4

73. Feeling uncomfortable about eating or drinking in public 1 2 3 4 43 0 1 2 3 4 13 0 1 2 3 4

74. Getting into frequent arguments 0 1 2 3 4 44 0 1 2 3 4 14 0 1 2 3 4

75. Feeling nervous when you are left alone 1 2 3 4 45 0 1 2 3 4 15 0 1 2 3 4

76. Others not giving you proper credit for your achievements 1 2 3 4 46 0 1 2 3 4 16 0 1 2 3 4

77. Feeling lonely even when you are with people 0 1 2 3 4 47 0 1 2 3 4 17 0 1 2 3 4

78. Feeling so restless you couldn't sit still 0 1 2 3 4 48 0 1 2 3 4 18 0 1 2 3 4

79. Feelings of worthlessness 0 1 2 3 4 49 0 1 2 3 4 19 0 1 2 3 4

80. The feeling that something bad is going to happen to you 1 2 3 4 50 0 1 2 3 4 20 0 1 2 3 4

81. Shouting or throwing things 0 1 2 3 4 51 0 1 2 3 4 21 0 1 2 3 4

82. Feeling afraid you will faint in public 1 2 3 4 52 0 1 2 3 4 22 0 1 2 3 4

83. Feeling that people will take advantage of you if you let them 1 2 3 4 53 0 1 2 3 4 23 0 1 2 3 4

84. Having thoughts about sex that bother you a lot 1 2 3 4 54 0 1 2 3 4 24 0 1 2 3 4

85. The idea that you should be punished for your sins 1 2 3 4 55 0 1 2 3 4 25 0 1 2 3 4

86. Thoughts and images of a frightening nature 1 2 3 4 56 0 1 2 3 4 26 0 1 2 3 4

87. The idea that something serious is wrong with your body 0 1 2 3 4 57 0 1 2 3 4 27 0 1 2 3 4

88. Never feeling close to another person 1 2 3 4 58 0 1 2 3 4 28 0 1 2 3 4

89. Feelings of guilt 1 2 3 4 59 0 1 2 3 4 29 0 1 2 3 4

90. The idea that something is wrong with your mind 0 1 2 3 4 60 0 1 2 3 4 30 0 1 2 3 4

*Observer***HOME VERSION RATING FORM**

Stephen B. McCarney

PROFILE SHEET

Name: [REDACTED]	Subscales	Raw Score	Standard Score (Appendix A)	Raw Score SEM (Table 7)	13
Address: [REDACTED]	1. Inattentive	48	3	—	10
City: [REDACTED]	2. Hyperactive- Impulsive	45	4	—	
Date of rating: 20/03/18 (year) (month) (day)	Total Score	Sum of Subscale SS	%ile (Appendix B)		
Date of birth: [REDACTED] (year) (month) (day)					
Age at rating: 21 (years) 3 (months) 1 (days)					
Rated by (observer's name): [REDACTED]					
Relationship to the subject: [REDACTED]					

Standard Scores	Subscales		Percentile	Percentile Rank
	1 Inattentive	2 Hyperactive-Impulsive		
20	●	●	≥99	●
19	●	●	95	●
18	●	●	90	●
17	●	●	85	●
16	●	●	80	●
15	●	●	75	●
14	●	●	70	●
13	●	●	65	●
12	●	●	60	●
11	●	●	55	●
10	●	●	50	●
9	●	●	45	●
8	●	●	40	●
7	●	●	35	●
6	●	●	30	●
5	●	●	25	●
4	●	●	20	●
3	●	●	15	●
2	●	●	10	●
1	●	●	5	●
0	●	●	≤1	●

Important: Before using this scale, read the section titled *Rating Guidelines* on page one.**A-ADDES HV**

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TO RATER: Rate every item using the quantifiers (0-4) provided
Every item must be rated. Do not leave any boxes blank.

DOES NOT
ENGAGE
IN THE
BEHAVIOR

ONE TO
SEVERAL
TIMES PER
MONTH

ONE TO
SEVERAL
TIMES PER
WEEK

ONE TO
SEVERAL
TIMES PER
DAY

ONE TO
SEVERAL
TIMES PER
HOUR

0

1

2

3

4

SUBSCALE 1



1. Is easily distracted from tasks by external stimuli at home (e.g., TV, radio, etc.)



2. Has difficulty with activities which require sustained listening (e.g., listening to and following verbal directions) (NOT DUE TO HEARING LOSS)



3. Has difficulty directing attention or maintaining attention to important sounds in the immediate environment (e.g., warning signals, timers, etc.) (NOT DUE TO HEARING LOSS)



4. Needs verbal directions and questions frequently repeated (e.g., misses part of directions/questions, needs reminders, etc.) (NOT DUE TO HEARING LOSS)



5. Has difficulty concentrating (e.g., following a conversation, concentrating when reading, etc.)



6. Is disorganized with possessions (e.g., loses or fails to find important papers, wallet, keys, clothes, etc.)



7. Has difficulty remaining on-task to complete or finish chores at home (e.g., is more interested in other activities, sits and does nothing, stares at the TV, etc.)



8. Forgets (e.g., forgets events or appointments, forgets to return things, forgets to do things)



9. Changes from one activity to another without finishing the first, without putting things away, before it is time to move on to the next activity, etc.



10. Has a short attention span unless the topic or task is interesting to him/her (e.g. has difficulty paying attention during a movie, TV program, has difficulty directing attention to the task at hand, is easily distracted)



11. Fails to complete work which is brought home (If work is not brought home, rate this item 0)



12. Fails to independently perform or complete chores or fulfill responsibilities (e.g., has to be reminded, fails to begin or complete responsibilities without assistance, etc.)



13. Fails to remain on-task to prepare for work assignments (e.g., fails to study for a presentation, fails to finish tasks taken home) (If it is not necessary to prepare for work assignments at home, rate this item 0)



14. Has difficulty organizing responsibilities (e.g., has difficulty using time efficiently, has difficulty performing chores, loses things, has difficulty returning home on time, fails to return things, etc.)



15. Completes tasks with little or no regard for quality or neatness of work



16. Has difficulty reading (NOT DUE TO VISION LOSS) or following written directions (e.g., has difficulty following steps until task is completed, written steps are provided but are not followed)



17. Is easily frustrated by tasks which are not interesting to her/him (e.g., gives up easily, fails to put forth his/her best effort, etc.)



18. Fails to follow necessary steps in tasks (e.g., performing chores, operating tools or appliances, etc.)



19. Has difficulty managing time at home (e.g., fails to complete tasks on time, fails to accurately estimate the amount of time to finish a chore or activity)



20. Has difficulty getting a task started, and tends to put off things and procrastinate



21. Requires eye contact in order to listen successfully (e.g., one-to-one situation) (NOT DUE TO A HEARING LOSS)



22. Has difficulty demonstrating short-term memory skills (e.g., fails to remember two- or three-step directions, fails to remember materials needed for a task, etc.)

DOES NOT ENGAGE IN THE BEHAVIOR	ONE TO SEVERAL TIMES PER MONTH	ONE TO SEVERAL TIMES PER WEEK	ONE TO SEVERAL TIMES PER DAY	ONE TO SEVERAL TIMES PER HOUR
0	1	2	3	4

23. Has difficulty remembering sequences (e.g., events in a daily routine, steps in an activity)

24. Loses track of what he/she is doing (e.g., forgets why he/she went to get something)

48 Raw Score

SUBSCALE 2

25. Has difficulty waiting his/her turn

26. Interrupts others (e.g., begins talking while others are talking, etc.)

27. Is impulsive (e.g., acts before thinking, reacts immediately to situations without thinking, is impatient, etc.)

28. Has difficulty following a routine (e.g., does things out of order, fails to wait for an activity at the scheduled time, etc.)

29. Starts things before receiving and/or reading directions/instructions (e.g., putting things together, performing chores, using tools, etc.)

30. Disturbs others (e.g., during private times, when people are talking, when people are involved in activities, etc.)

31. Fails to consider consequences of his/her behavior (i.e., acts before evaluating consequences of his/her actions)

32. Has accidents or makes mistakes which are the result of impulsive or careless behavior (e.g., frequent car accidents, traffic tickets, etc.)

33. Moves about while seated (e.g., fidgets, squirms, etc.)

34. Appears restless (e.g., shifts position in seat, paces about, etc.)

35. Has difficulty remaining seated when it is expected (e.g., religious service, entertainment activities, during a meeting, etc.)

36. Handles objects excessively (e.g., twirls pencils or pens, plays with things, clicks ball-point pens, repeatedly sharpens pencils, etc.)

37. Has difficulty adjusting his/her behavior to the expectations of different situations (e.g., gets excited during one activity, but has difficulty settling down for a quiet activity, etc.)

38. Moves about unnecessarily (e.g., cannot sit still, leaves seat, walks around, etc.)

39. Makes excessive noise (e.g., interrupts, hums, talks excessively, etc.)

40. Talks beyond what is expected or at inappropriate times

41. Engages in inappropriate behaviors while seated (e.g., tips chair, puts feet on table, taps and makes noises, etc.)

42. Engages in nervous habits (e.g., bites fingernails, twirls hair, drums fingers on tables, chews pencils or pens, chews inside of cheek, etc.)

43. Engages in unpredictable behavior (e.g., fails to react in a socially acceptable manner to daily occurrences, acts before thinking, etc.)

44. Engages in physically daring activities (e.g., takes unnecessary risks, fails to consider the possible hazards of his/her behavior, engages in reckless driving, etc.)

45. Talks to spouse/significant other when that person is busy doing something independently (i.e., interrupts)

46. Needs to have demands at home met immediately (i.e., has difficulty waiting for anything)

45 Raw Score

BAARS-IV: Other-Report: Current Symptoms

Name of person: [REDACTED]

Your name: [REDACTED]

Your relationship to person being rated (current time):

Mother Father Brother/sister Spouse/partner Friend Other (specify): _____

Instructions

You are being asked to describe the behavior of someone whom you know well. How often does that person experience each of these problems? For the first 27 items, please circle the number next to each item below that best describes the person's behavior **DURING THE PAST 6 MONTHS**. Then answer the remaining three questions. Please ignore the sections marked "Office Use Only."

Section 1 (Inattention)	Never or rarely	Some-times	Often	Very often
1. Fails to give close attention to details or makes careless mistakes in his/her work or other activities	1	2	3	4
2. Has difficulty sustaining his/her attention in tasks or fun activities	1	2	3	4
3. Doesn't listen when spoken to directly	1	2	3	4
4. Doesn't follow through on instructions and fails to finish work or chores	1	2	3	4
5. Has difficulty organizing tasks and activities	1	2	3	4
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort	1	2	3	4
7. Loses things necessary for tasks or activities	1	2	3	4
8. Is easily distracted by extraneous stimuli or irrelevant thoughts	1	2	3	4
9. Is forgetful in daily activities	1	2	3	4

Office Use Only (Section 1)

Total Score: 50 Symptom Count: 3

2 8 6 4

64

Section 2 (Hyperactivity)	Never or rarely	Some-times	Often	Very often
10. Fidgets with hands or feet or squirms in seat	1	2	3	4
11. Leaves his/her seat in classrooms or in other situations in which remaining seated is expected	1	2	3	4
12. Shifts around excessively or feels restless or hemmed in	1	2	3	4

(continued)

13. Has difficulty engaging in leisure activities quietly (feels uncomfortable, or is loud or noisy)	1	2	3	4
14. Is "on the go" or act as if "driven by a motor" (or he/she feels like he/she has to be busy or always doing something)	1	2	3	4
Office Use Only (Section 2)				
Total Score: <u>16</u> Symptom Count: <u>4</u>	0	2	6	8
Section 3 (Impulsivity)	Never or rarely	Sometimes	Often	Very often
15. Talks excessively (in social situations)	1	2	3	4
16. Blurs out answers before questions have been completed, completes others' sentences, or jumps the gun	1	2	3	4
17. Has difficulty awaiting his/her turn	1	2	3	4
18. Interrupts or intrudes on others (butts into conversations or activities without permission or takes over what others are doing)	1	2	3	4
Office use only (Section 3)				
Total Score: <u>8</u> Symptom Count: <u>1</u>	1	4	3	0
Section 4 (Sluggish Cognitive Tempo)	Never or rarely	Sometimes	Often	Very often
19. Is prone to daydreaming when he/she should be concentrating on something or working	1	2	3	4
20. Has trouble staying alert or awake in boring situations	1	2	3	4
21. Is easily confused	1	2	3	4
22. Is easily bored	1	2	3	4
23. Is spacey or "in a fog"	1	2	3	4
24. Is lethargic, more tired than others	1	2	3	4
25. Is underactive or has less energy than others	1	2	3	4
26. Is slow moving	1	2	3	4
27. Doesn't seem to process information as quickly or as accurately as others.	1	2	3	4
Office use only (Section 4)				
Total Score: _____ Symptom Count: _____				
Sum of Sections 1 - 3 for Total Scores _____				
Sum of Sections 1 - 3 for Symptom Counts _____				

(continued)

74-72-67-66-71-71-82

CAARS-Observer: Long Version (CAARS-O:L)

by C. K. Conners, Ph.D., D. Erhardt, Ph.D., & E. P. Sparrow, Ph.D.

PERSON BEING DESCRIBED		OBSERVER																																																																																																																																																																																	
Client ID: _____	Gender: <input checked="" type="checkbox"/> M <input type="checkbox"/> F	Age: <u>21</u>	Observer ID: _____	Gender: <input checked="" type="checkbox"/> M <input type="checkbox"/> F	Age: <u>54</u>																																																																																																																																																																														
Today's Date: <u>1/1/00</u> I am this person's: <input type="checkbox"/> spouse <input checked="" type="checkbox"/> parent <input type="checkbox"/> sibling <input type="checkbox"/> other: _____																																																																																																																																																																																			
<p>Instructions: Listed below are items concerning behaviors or problems sometimes experienced by adults. Read each item carefully and decide how much or how frequently each item describes this person recently. Indicate your response for each item by circling the number that corresponds to your choice. Use the following scale: 0 = Not at all, never. 1 = Just a little, once in a while; 2 = Pretty much, often; and 3 = Very much, very frequently.</p> <table border="1"> <thead> <tr> <th rowspan="2">The person being described...</th> <th>Not at all, never</th> <th>Just a little, once in a while</th> <th>Pretty much, often</th> <th>Very much, very frequently</th> </tr> <tr> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr><td>1. likes to be doing active things.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>2. loses things necessary for tasks or activities (e.g., to-do lists, pencils, books, or tools).</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>3. doesn't plan ahead.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4. blurts out things.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>5. is a risk-taker or a daredevil.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6. gets down on self.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>7. doesn't finish things.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>8. is easily frustrated.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>9. talks too much.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>10. is always on the go, as if driven by a motor.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>11. is disorganized.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>12. says things without thinking.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>13. has a hard time staying in one place very long.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>14. gets rowdy or boisterous during leisure activities.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>15. is not sure of self.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>16. has a hard time keeping track of several things at once.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>17. is always moving even when attempting to be still.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>18. forgets to remember things.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>19. has a short fuse/hot temper.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>20. is bored easily.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>21. leaves seat when not supposed to.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>22. has trouble waiting in line or taking turns with others.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>23. throws tantrums.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>24. has trouble keeping attention focused when working or at leisure.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>25. seeks out fast paced, exciting activities.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>26. avoids new challenges because of lack of faith in his/her abilities.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>27. appears to be restless inside even when sitting still.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>28. is distracted by sights or sounds when trying to concentrate.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>29. is forgetful in daily activities.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>30. is set off easily by many things.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>31. dislikes quiet, introspective activities.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>32. loses things needed for work or tasks.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>33. has trouble listening to what other people are saying.</td><td>0</td><td>1</td><td>2</td><td>3</td></tr> </tbody> </table>						The person being described...	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Items continued on back page...



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CAARS-Observer Scale (Long Version)

by C. Keith Conners, Ph.D., D. Erhardt, Ph.D., & E. P. Sparrow, Ph.D

		Not at all, never	Just a little, once in a while	Pretty much, often	Very much, very frequently
34. is an underachiever.	0	1	2	3	
35. interrupts others when talking.	0	1	2	3	
36. changes plans/jobs in midstream.	0	1	2	3	
37. acts okay on the outside, but appears unsure of self.	0	1	2	3	
38. is always on the go.	0	1	2	3	
39. makes comments or remarks that are regretted later.	0	1	2	3	
40. can't get things done unless there's an absolute deadline.	0	1	2	3	
41. fidgets (with hands or feet) or squirms in seat.	0	1	2	3	
42. makes careless mistakes or has trouble paying close attention to details.	0	1	2	3	
43. steps on people's toes without meaning to.	0	1	2	3	
44. has trouble getting started on a task.	0	1	2	3	
45. intrudes on others' activities.	0	1	2	3	
46. appears to exert a great deal of effort when trying to sit still.	0	1	2	3	
47. has unpredictable moods.	0	1	2	3	
48. doesn't like academic studies/work projects where effort at thinking a lot is required.	0	1	2	3	
49. is absent-minded in daily activities.	0	1	2	3	
50. is restless or overactive.	0	1	2	3	
51. depends on others to keep life in order and attend to the details.	0	1	2	3	
52. unintentionally annoys other people.	0	1	2	3	
53. sometimes overfocuses on details, at other times appears distracted by everything going on around him/her.	0	1	2	3	
54. tends to squirm or fidget.	0	1	2	3	
55. can't keep his/her mind on something unless it's really interesting.	0	1	2	3	
56. expresses lack of confidence in his/her abilities.	0	1	2	3	
57. can't sit still for very long.	0	1	2	3	
58. gives answers to questions before the questions have been completed.	0	1	2	3	
59. likes to be up and on the go rather than being in one place.	0	1	2	3	
60. has trouble finishing job tasks or schoolwork.	0	1	2	3	
61. is irritable.	0	1	2	3	
62. interrupts others when they are working or busy.	0	1	2	3	
63. expresses lack of confidence in self because of past failures.	0	1	2	3	
64. appears distracted when things are going on around him/her.	0	1	2	3	
65. has problems organizing tasks and activities.	0	1	2	3	
66. misjudges how long it takes to do something or go somewhere.	0	1	2	3	

BRIEF®-A Score Summary Table

Scale/Index	Raw Score	T Score	Percentile	90% CI
<i>Inhibit</i>	16	63	87	56 - 70
<i>Shift</i>	13	65	93	57 - 73
<i>Emotional Control</i>	28	73	97	69 - 77
<i>Self-Monitor</i>	12	58	80	51 - 65
Behavioral Regulation Index (BRI)	69	68	93	64 - 72
<i>Initiate</i>	15	57	73	50 - 64
<i>Working Memory</i>	16	64	91	58 - 70
<i>Plan/Organize</i>	21	63	87	57 - 69
<i>Task Monitor</i>	12	61	87	55 - 67
<i>Organization of Materials</i>	24	75	>99	69 - 81
<i>Metacognition Index (MI)</i>	88	66	92	63 - 69
Global Executive Composite (GEC)	157	68	93	65 - 71

Validity Scale	Raw Score	Cumulative %	Protocol Classification
<i>Negativity</i>	2	0 - 98.5	Acceptable
<i>Infrequency</i>	0	0 - 93.3	Acceptable
<i>Inconsistency</i>	2	0 - 98.8	Acceptable

Note: Age-specific norms have been used to generate this profile.

For additional normative information, refer to the Appendixes in the BRIEF®-A Professional Manual.

Name _____ Gender Male Female Age 21
Your Name _____ Today's Date 1/22/23
Your relationship to him/her: Parent Spouse Sibling Friend Other _____
How well do you know him/her? Not well Moderately well Very well You have known him/her for 21 years.

During the past month, how often has each of the following behaviors been a problem?

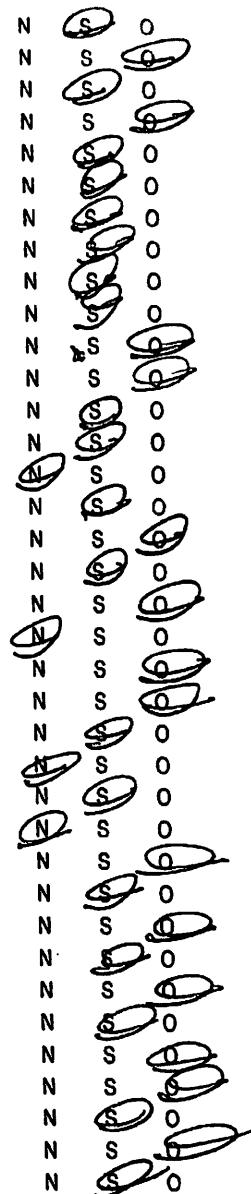
During the past month, how often has each of the following behaviors been a problem?

1. Has angry outbursts
2. Makes careless errors when completing tasks
3. Is disorganized
4. Has trouble concentrating on tasks (such as chores, reading, or work)
5. Taps fingers or bounces legs
6. Needs to be reminded to begin a task even when willing
7. Has a messy closet
8. Has trouble changing from one activity or task to another
9. Gets overwhelmed by large tasks
10. Forgets his/her name
11. Has trouble with jobs or tasks that have more than one step
12. Overreacts emotionally
13. Doesn't notice when he/she causes others to feel bad or get mad until it is too late
14. Has trouble getting ready for the day
15. Has trouble prioritizing activities
16. Has trouble sitting still
17. Forgets what he/she is doing in the middle of things
18. Doesn't check work for mistakes
19. Has emotional outbursts for little reason
20. Lies around the house a lot
21. Starts tasks (such as cooking, projects) without the right materials
22. Has trouble accepting different ways to solve problems with work, friends, or family
23. Talks at the wrong time
24. Misjudges how difficult or easy tasks will be
25. Has problems getting started on his/her own
26. Has trouble staying on the same topic when talking
27. Gets tired
28. Reacts more emotionally to situations than his/her friends
29. Has problems waiting his/her turn
30. People say that he/she is disorganized
31. Loses things (such as keys, money, wallet, homework, etc.)
32. Has trouble thinking of a different way to solve a problem when stuck
33. Overreacts to small problems
34. Doesn't plan ahead for future activities
35. Has a short attention span
36. Makes inappropriate sexual comments
37. When people seem upset with him/her, doesn't understand why
38. Has trouble counting to three

During the past month, how often has each of the following behaviors been a *problem*?

N = Never S = Sometimes O = Often

39. Has unrealistic goals
40. Leaves the bathroom a mess
41. Makes careless mistakes
42. Gets emotionally upset easily
43. Makes decisions that get him/her into trouble (legally, financially, socially)
44. Is bothered by having to deal with changes
45. Has difficulty getting excited about things
46. Forgets instructions easily
47. Has good ideas but cannot get them on paper
48. Makes mistakes
49. Has trouble getting started on tasks
50. Says things without thinking
51. His/her anger is intense but ends quickly
52. Has trouble finishing tasks (such as chores, work)
53. Starts things at the last minute (such as assignments, chores, tasks)
54. Has difficulty finishing a task on his/her own
55. People say that he/she is easily distracted
56. Has trouble remembering things, even for a few minutes (such as directions, phone numbers)
57. People say that he/she is too emotional
58. Rushes through things
59. Gets annoyed
60. Leaves room or home a mess
61. Gets disturbed by unexpected changes in daily routine
62. Has trouble coming up with ideas for what to do with free time
63. Doesn't plan ahead for tasks
64. People say that he/she doesn't think before acting
65. Has trouble finding things in room, closet, or desk
66. Has problems organizing activities
67. After having a problem, does not get over it easily
68. Has trouble doing more than one thing at a time
69. Mood changes frequently
70. Doesn't think about consequences before doing something
71. Has trouble organizing work
72. Gets upset quickly or easily over little things
73. Is impulsive
74. Doesn't pick up after self
75. Has problems completing his/her work



ADHD Specialists of Columbus
Specializing in the Diagnosis and Treatment of ADHD
Children, Adolescents and Adults
 William B. Benninger, Ph.D.
 Tara L. Benninger, Ph.D.

Date: January 2023

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 Fax 614-846-1849
 Web: ADDvisor.com

ADHD Medication at testing - None

ADULT
ADHD Evaluation
Summary of Test Results
Self-Report

ADHD Tests	Subtests	Marked	Mod	Mild	None
		T Score	> 70	65-69	<60
BAARS	Inattention	TS, SC			
	Hyperactivity		TS		SC
	Impulsivity		TS, SC		
CAARS	Inattention/Memory Problems	x			
	Hyperactivity/Restlessness		x		
	Impulsivity/Emotional Lability			x	
	DSM-5 Inattentive Symptoms	x			
	DSM-5 Hyperactive-Impulsive Symptoms	x			
	DSM-5 ADHD Symptoms Total	x			
	ADHD Index	x			
ADDES	Inattentive	x			
	Hyperactive/Impulsive	x			
BRIEF (EFI)	Inhibit	x			
	Working Memory	x			
BRIEF (Executive Function Impairments)	Shift cognitive/practical				x
	Emotional Control				x
	Self-Monitor cognitive/practical			x	
	Initiate	x			
	Plan/Organize	x			
	Task Monitor	x			
	Organization of Materials	x			

TS = Total Score, SC = Symptom Count

09/2020

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ADULT
ADHD Evaluation
Summary of Test Results
Observer Report

ADHD Tests	Subtests	Marked	Mod	Mild	None
			T Score	> 70	65-69
BAARS	Inattention			TS	SC
	Different Total Symptoms (Self and Observer)				7*
	Hyperactivity	TS	SC		
	Different Total Symptoms (Self and Observer)				4*
	Impulsivity			TS	SC
	Different Total Symptoms (Self and Observer)				3*
CAARS	Inattention/Memory Problems	x			
	Hyperactivity/Restlessness	x			
	Impulsivity/Emotional Lability		x		
	DSM-5 Inattentive Symptoms		x		
	DSM-5 Hyperactive-Impulsive Symptoms	x			
	DSM-5 ADHD Symptoms Total	x			
	ADHD Index	x			
ADDES	Inattentive	x			
	Hyperactive/Impulsive	x			
BRIEF (EFI)	Inhibit			x	
	Working Memory			x	
BRIEF (Executive Function Impairments)	Shift cognitive/practical		x		
	Emotional Control	x			
	Self-Monitor cognitive/practical				x
	Initiate				x
	Plan/Organize			x	
	Task Monitor			x	
	Organization of Materials	x			

TS = Total Score, SC = Symptom Count

* denotes significant impairment

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ADHD Evaluation
Summary of Test Results
OFFICE

Verbal IQ estimate 130

ADHD Tests	Subtests	Standard Score
WAIS-IV Wechsler Adult Intelligence Scale Fourth Edition	Verbal Short-Term Memory/ Simple Verbal Working Memory	
	Digit Recall	90*

ADHD Tests	Subtests	Standard Score
SB5 Stanford-Binet Intelligence Scales Fifth Edition	Verbal Working Memory/ Complex Verbal Working Memory	
	Working Memory-Memory for Sentences	90*

* denotes significant impairment

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ADULT
ADHD Evaluation
Summary of Test Results

IQ Screen	Subtests	Standard Score	Percentile
WAIS-IV	<i>Verbal IQ Screen</i>		
	Similarities Subtest		
	Vocabulary Subtest	130	98

LD Screen	Subtests	Standard Score	Percentile	Grade Equivalent
Woodcock-Johnson IV	Math Calculation			
	Passage Comprehension	108	71	>17.9

Reading Comprehension (WM specific)	Subtests	Standard Score	Percentile	Age Equivalent	Grade Equivalent
GORT-5	Rate Score	95	37	>18.0	13.0
	Accuracy Score	125	95	>18.0	13.0
	Fluency Score	105	63	>18.0	13.0
	Comprehension Score	90*^	25	16.3	11.0

* denotes significant impairment ^indicates impairment with remembering what is read

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ADULT
ADHD Evaluation
Summary of Non-ADHD Test Results
Self-Report

ADHD Tests	Subtests	Marked	Mod	Mild	None
		T Score	≥ 70	65-69	60-64
SCL-90-R	Somatization				x
	Obsessive-Compulsive	x			
	Inadequacy, Self-Worth			x	
	Depression			x	
	Anxiety				x

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**ADULT
ADHD Evaluation
Summary of Test Results
Other Significant Factors**

Clinical Impressions (From Clinical Interview and All Testing Data)

Rating Scales – results show significant inattentive, hyperactive and impulsive symptoms from both self and observer reports. Significantly impaired executive function symptoms evident from both self and observer reports include inhibit, working memory, plan organize, task monitor and organization of materials.

Significantly impaired executive function symptoms evident from self-report include self-monitor and initiate. Significantly impaired executive function symptoms evident from observer report include shift and emotional control.

WMA (Working Memory Assessment) – simple verbal working memory and complex verbal working memory are significantly impaired on this test.

Clinical Data – no significant induced factors are present. Significant inheritable factors include a sister, brother, cousin and uncle who are all diagnosed with ADHD. Additional symptoms consistent with individuals diagnosed with ADHD include difficulty with all phases of homework completion in high school and college, fine motor difficulties (messy handwriting), minor behavioral difficulties in school (out of uniform, late), severe

difficulty persisting with uninteresting work, difficulty completing long-term projects (procrastination, plan/organize, overwhelmed), time judgment difficulties (often late, misjudges time, loses track of time), money management difficulties (impulsive spending, forgetful), driving problems (locking keys in car, one speeding ticket, parking tickets, car towed) and occasional difficulty self-regulating anger. In general, this individual indicates that she struggles to process information, is very disorganized, forgetful, misplaces and/or forgets important materials, has trouble sustaining her effort with uninteresting tasks and is inattentive.

Functional Data – moderate cognitive and academic difficulties and mild home/community functioning difficulties are evident.

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Diagnostic Summary	Yes
1. ADHD Predominantly Inattentive Presentation (314.00)	
2. ADHD Predominantly Hyperactive-Impulsive Presentation (314.01)	
3. ADHD Combined Presentation (314.01)	X
4. Other Specified ADHD (314.01)	
5. Unspecified ADHD (314.01)	
Current Severity of ADHD 1 2 3 4 5 6 7 8 9 <i>Mild</i> <i>Moderate</i> <i>Severe</i>	
6. Does not meet diagnostic criteria for ADHD	

Comorbid/Coexisting Disorders

1. Other Specified Neurodevelopmental Disorder (315.8) Working Memory and Other Executive Function Impairments
2. Depressive Disorder (previously diagnosed)
3. Anxiety Disorder (previously diagnosed)

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Recommendations

Start Dose

1. Medications*:	Stimulants:	
	<i>methylphenidate</i>	Adhansia XR^ 25 mg. Concerta ^ 18 mg Cotempla XRODT^ 8.6 mg Jornay PM ^ 20 mg Ritalin LA 10 mg Metadate CD 10 mg Aptensio XR ^ 10 mg Daytrana (Patch) 5 mg Quillivant XR (liquid) ^ 20 mg Quillichew ER 20 mg
	<i>dexmethylphenidate</i>	Focalin XR 5 mg
	<i>mixed amphetamine salts</i>	Adderall XR 5 mg Mydayis ^ 12.5 mg.
	<i>lisdexamfetamine</i>	Vyvanse 10 mg. Vyvanse (chew) ^ 10 mg.
	<i>amphetamine</i>	Adzenys ER (liquid) 1.25 mg Adzenys XR ODT 3.1 mg Dyanavel XR (liquid)^ 2.5 mg.
	<i>dextroamphetamine</i>	Dexadrine ER 5 mg
	Non-Stimulants:	
	<i>atomoxetine</i>	Strattera^ weight-based
	<i>guanfacine</i>	Intuniv ^ 1 mg
	<i>clonidine</i>	Kapvay ^ 0.1 mg

*Suggest starting with a methylphenidate/dexmethylphenidate product due to lower incidence of side effects.

**Research indicates advisability of starting at lowest dose and titrating upward every 7–10 days until benefit or side effect is realized. If benefit is found, continuing to carefully titrate using standardized rating scales for precise feedback is recommended (can be completed in this office if desired). In general, inattentive symptoms tend to respond better to lower doses, while hyperactive-impulsive symptoms tend to respond better to higher doses.

*** A genetic test that often decreases the guess work regarding which medication to prescribe is now available. Ask your pediatrician or family doctor about the option of performing this test.

[^] Longest lasting in the group - typically 12+ hours

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Recommendations

2. Self-Education – Research indicates that when individuals are well informed about all aspects of ADHD, the changes in their behavior result in significant benefits.

Books - Taking Charge of Adult ADHD-Barkley; More Attention, Less Deficit: Success Strategies for Adults with ADHD-Tuckman

3. Cogmed Working Memory Training - Through this office – Handouts supplied.

Cogmed Working Memory Training is the only non-medication, research-based intervention that provides reliable improvements for working memory, initiate, plan/organize and inattention symptoms.

4. Educational Management/ Environmental Management - Handouts supplied.

Many individuals/students receive significant benefit from academic accommodations in college and professional school. Environmental - Often used in conjunction with educational management interventions. Environmental management can also provide significant benefits.

5. Occupational Management - ADHD and executive function impairments often significantly impair optimal work performance. *Book* - The Smart but Scattered Guide to Success-Dawson

6. Behavior Management - Handout Supplied. Behavioral interventions are impactful for a variety of behavioral difficulties including money management and driving. ADHD executive function coaching is the best way to *learn and implement* important and helpful strategies. ADHD executive function coach - Tracy Lowrie, tlowrie2311@gmail.com or 614-537-3257.

All highlighted above can be considered.

7. Other – MCAT ACCOMMODATIONS

This individual needs time and 1/2 (1.5x) on every section of MCAT

This individual exhibits severe symptoms of inattention, working memory, initiate, plan/organize, organization of materials and task monitor. These inattention, working memory and other executive function impairments significantly interfere with most phases of academic demands and significantly contribute to being easily distracted, having problems with focus, sustaining attention and remembering. As a result, accommodations are needed so that this individual will have sufficient time to read and reread questions and answers, have time to organize written responses and have time to check work to minimize errors caused by inattention, working memory, plan/organize and task monitor deficits.

How are effects of ADHD mediated by the recommended accommodation(s)

The severe inattentive symptoms exhibited by this individual impair the ability to focus, concentrate and sustain attention with mentally demanding tasks for any significant length of time. As a result, the individual needs to take numerous “mental breaks” in order to reboot or refresh their ability to refocus. Because of this difficulty and the need for multiple “mental breaks” this individual takes much longer to complete typical tasks such as tests. In addition, because of the extreme mental effort required simply to obtain normal levels of concentration, without “mental breaks”, this individual’s ability to sustain their attention and effort over long periods of time is extremely difficult - unless they are able to take multiple “mental breaks”.

The severe working memory impairment interferes with this individual’s ability to hold information in mind for a significant enough period of time to use it. This difficulty (along with inattention) makes it extremely difficult for any individual to take sufficient notes in class. During test taking this means that an individual must read, reread and reread questions in order to remember it long enough to evaluate each of the possible answers. In addition, they may have to reread the various answer choices multiple times to evaluate them. If this individual even takes 30 seconds longer on each question than the typical test-taker, of a 100-question test, that test would take them an additional 50 minutes. A working memory impairment also contributes to distractibility which further undermines an individual’s ability to focus and concentrate.

Finally, this individual exhibits a severe problem with the executive function of plan/organize, which is an individual’s ability to organize information in one’s head in order to speak or write in a logical and sequential manner. When this problem exists, it takes a person much longer to organize their thoughts in order to answer questions and/or get them on paper.

1. **Extended time** - will compensate for the working memory and inattentive symptoms documented in the testing and will compensate for the extra time a student needs due to their difficulty with sustaining attention with a mentally demanding task and therefore taking longer for those tasks. It will also help compensate for having to reread questions and answers multiple times due to a working memory deficit.
2. **Test taking in a quiet, distraction free environment** will compensate for the student’s difficulty with staying on task and being easily distracted by extraneous stimuli.



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Addendum **Executive Functions**

BRIEF	<p>Inhibit - is similar to impulsivity and refers to an individual's ability to delay responding when appropriate.</p> <p>Working Memory - is your ability to hold something in mind long enough to use it, "remembering to do". It is the shortest form of memory and can be broken down into additional subcategories.</p>
	<p>Shift - cognitive difficulties here contribute to problem-solving issues and include having difficulty with getting stuck by trying to solve a problem over and over in a similar way. Giving up quickly with problem-solving is also seen.</p> <p>practical issues here include having difficulty/distress with unexpected changes of plans.</p> <p>Emotional Control - problems in this area don't mean that the person necessarily has "worse emotions" but this is more of a "heart on the sleeve" to measure. High scores in this category indicate that this person's emotions are rarely a secret. They may have trouble self-regulating emotion when necessary or important.</p> <p>Initiate - would indicate difficulty getting started on tasks, particularly when those tasks are not highly interesting.</p> <p>Plan/Organize - this is a mental plan/organize difficulty where the individual may have difficulty putting their thoughts together to explain something, getting their ideas on paper or planning ahead.</p> <p>Organization of Materials - this is difficulty with having the right "stuff", in the right place, at the right time. It includes losing and/or misplacing items.</p> <p>Monitor - Task - includes checking work, catching careless errors and doing the right task at the right time.</p> <p>self - cognitive - this difficulty is a problem-solving one where the individual may not monitor themselves in regard to completing cognitive tasks and therefore may run out of time or be unable to complete a task for this reason.</p> <p>practical - this difficulty may contribute to someone (for example) talking too loud in the library but without self-monitoring they would be the only ones that wouldn't notice and would need to be monitored/corrected by someone else.</p>

Motivation - not part of the **BRIEF** assessment (and an often-overlooked problem area) - problems in this area would include having significant difficulty making yourself do something that is not highly interesting.

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Psychological Report

Confidential

Name: [REDACTED]

Date of Birth: [REDACTED]

Date of Assessment: January 2023

Examiner: William B Benninger, Ph.D.

Report Date: March 2023

Tests Administered

Clinical Interview

CAARS Self Report / Observer Report Long Version

BAARS-IV Self Report / Other Report: Current Symptoms

Behavior Rating Inventory of Executive Function - Adult Version Self Report Form/Informant Report Form

ADDES Scales - Self-Report Version / Home Version

Wechsler Adult Intelligence Scale-IV (Vocabulary)

Stanford-Binet Intelligence Scales, Fifth Edition (Working Memory – Memory for Sentences)

Woodcock Johnson Tests of Achievement IV (Passage Comprehension)

Gray Oral Reading Test-5 (GORT-5)

Symptom Checklist-90-Revised

History

No significant induced factors are present. Significant inheritable factors include a sister, brother, cousin, and uncle who are all diagnosed with ADHD. This individual has exhibited significant impairment in all phases of homework completion in high school and college and has historically had severe difficulty persisting with uninteresting work and completing long-term projects. Time judgment difficulties are chronic.

Clinical/Diagnostic Information

Additional symptoms consistent with individuals diagnosed with ADHD include difficulty with all phases of homework completion in high school and college, fine motor difficulties (messy handwriting), minor behavioral difficulties in school (out of uniform, late), severe difficulty persisting with uninteresting work, difficulty completing long-term projects (procrastination, plan/ organize, overwhelmed), time judgment difficulties (often late, misjudges time, loses track

of time), money management difficulties (impulsive spending, forgetful), driving problems (locking keys in car, one speeding ticket, parking tickets, car towed) and occasional difficulty self-regulating anger. In general, this individual indicates that she struggles to process information, is very disorganized, forgetful, misplaces and/or forgets important materials, has trouble sustaining her effort with uninteresting tasks and is inattentive.

Exhibits the following DSM-IV ADHD Inattentive symptoms to a clinically significant degree:

Inattention

1. Fails to give close attention to details or makes careless mistakes in work or other activities
2. Doesn't follow through on instructions and fails to finish work or chores
3. Has difficulty organizing tasks and activities
4. Avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort
5. Loses things necessary for tasks or activities
6. His easily distracted by extraneous stimuli or irrelevant thoughts
7. His forgetful in daily activities

This individual meets symptom count criteria for Inattention, Hyperactivity and Impulsivity.

Test Results

Behavior Rating Inventory of Executive Function-Informant/Self-Report Form (BRIEF)

<u>Scales</u>	<u>Informant Form</u>	<u>Self-Report Form</u>
	<u>T-Score</u>	<u>T-Score</u>
Inhibit	63*	77*
Shift	65*	56
Emotional Control	73*	54
Self Monitor	58	63*
Initiate	57	73*
Working Memory	64*	89*
Plan/Organize	63*	78*
Task Monitor	61*	81*
Organization of Materials	75*	78*
BRI	68*	64*
MI	66*	85*
GEC	68*	78*

CAARS Self Report/Observer Report Long Version

<u>Scale</u>	<u>Observer Form</u>	<u>Self-Report Form</u>
	<u>T-Score</u>	<u>T-Score</u>
Inattention/Memory Problems	74*	86*
Hyperactive/Restlessness	72*	67*
Impulsivity/Emotional Lability	67*	60*
DSM-V Inattentive Symptoms	66*	83*
DSM-V Hyperactive-Impulsive Symptoms	71*	71*
DSH-V ADHD Symptoms Total	71*	81*
ADHD Index	82*	70*

BAARS-IV Self Report/Other Report: Current Symptoms

<u>Scale</u>	<u>Other Report</u>	<u>Self Report</u>
	<u>T-Score</u>	<u>T-Score</u>
Inattention	64*	75*
Hyperactivity	71*	65*
Impulsivity	64*	68*

ADDES Scales – Self-Report Version/Home Version

<u>Scale</u>	<u>Home Version</u>	<u>Self Report Version</u>
	<u>T-Score</u>	<u>T-Score</u>
Inattentive	73*	80+*
Hyperactive-Impulsive	70*	80*

Symptom Checklist-90-Revised

	<u>Standard Scores</u>
Somatization	41
Obsessive-Compulsive	73^
Inadequacy, Self-Worth	64*
Depression	63* - mild controlled with medication
Anxiety	57

^ due to having numerous **functional** routines to compensate for ADHD symptoms

Wechsler Adult Intelligence Scale-IV (Vocabulary)

	<u>Raw Score</u>	<u>Standard Score</u>
Vocabulary	16	130

Wechsler Adult Intelligence Scale-IV (Digit Recall)

Verbal Short-Term Memory/Simple Verbal Working Memory	
Digit Recall	90*^

Stanford-Binet Intelligence Scales

	<u>Standard Score</u>
Working Memory-Memory for Sentences	90*^
Complex Verbal Working Memory	

^Impaired due to >2.0 Standard Deviations from the Verbal IQ estimate

***Woodcock Johnson Tests of Achievement-IV
(Passage Comprehension)***

	<u>Raw Score</u>	<u>Standard Score</u>
Passage Comprehension	47	108

Gray Oral Reading Tests-4 (GORT-4)

	<u>Raw Score</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Grade Equivalent</u>
Rate Score	9	95	37	13.0
Accuracy Score	15	125	95	13.0
Fluency Score	11	105	63	13.0
Comprehension Score	8	90*^	25	11.0

* denotes significant impairment

^this is a practical working memory score and is impaired due to its >2.0 Standard Deviations from the IQ estimate

Diagnosis

Axis I – ADHD Combined Presentation (314.01) moderate severity

- Other Specified Neurodevelopmental Disorder (315.8) Working Memory and Other Executive Function Impairments
- Depressive Disorder (previously diagnosed)
- Anxiety Disorder (previously diagnosed)

Axis II - None

Axis III- None

Discussion

This individual exhibits severe symptoms of inattention, working memory, initiate, plan/organize, organization of materials and task monitor. These inattention, working memory and other executive function impairments significantly interfere with most phases of academic demands and significantly contribute to being easily distracted, having problems with focus, sustaining attention and remembering. As a result, accommodations are needed so that this individual will have sufficient time to read and reread questions and answers, have time to organize written responses and have time to check work to minimize errors caused by inattention, working memory, plan/organize and task monitor deficits.

How are effects of ADHD mediated by the recommended accommodation(s)

The severe inattentive symptoms exhibited by this individual impair the ability to focus, concentrate and sustain attention with mentally demanding tasks for any significant length of time. As a result, the individual needs to take numerous “mental breaks” in order to reboot or refresh their ability to refocus. Because of this difficulty and the need for multiple “mental breaks” this individual takes much longer to complete typical tasks such as tests. In addition, because of the extreme mental effort required simply to obtain normal levels of concentration, without “mental breaks,” this individual’s ability to sustain their attention and effort over long periods of time is extremely difficult - unless they are able to take multiple “mental breaks”.

The severe working memory impairment interferes with this individual’s ability to hold information in mind for a significant enough period of time to use it. This difficulty (along with

inattention) makes it extremely difficult for any individual to take sufficient notes in class. During test taking this means that an individual must read, reread, and reread questions in order to remember them long enough to evaluate each of the possible answers. In addition, they may have to reread the various answer choices multiple times to evaluate them. If this individual even takes 30 seconds longer on each question than the typical test-taker, of a 100-question test, that test would take them an additional 50 minutes. A working memory impairment also contributes to distractibility which further undermines an individual's ability to focus and concentrate.

Finally, this individual exhibits a severe problem with the executive function of plan/organize, which is an individual's ability to organize information in one's head in order to speak or write in a logical and sequential manner. When this problem exists, it takes a person much longer to organize their thoughts in order to answer questions and/or get them on paper.

Recommendations for Accommodations

Based on the findings in this report this individual fully qualifies for accommodations on the MCAT.

Also, while the breaks previously allowed are important, they will not fully compensate for her disability. So, obviously extra time is needed.

1. Extended time - will compensate for the working memory and inattentive symptoms documented in the testing and will compensate for the extra time a student needs due to their difficulty with sustaining attention with a mentally demanding task and therefore taking longer for those tasks. It will also help compensate for having to reread questions and answers multiple times due to a working memory deficit.
2. Test taking in a quiet, distraction free environment will compensate for the student's difficulty with staying on task and being easily distracted by extraneous stimuli.



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April 13, 2023

Addendum to Psychological Report for [REDACTED] dated 03/2023.

[REDACTED]
the information below is intended to further elaborate upon the information provided in the psychological report for [REDACTED]

In the initial psychological report, it was documented via self and observer reports across multiple instruments that [REDACTED] exhibited significant symptoms of inattention:

1. Fails to give close attention to details or makes careless mistakes in work or other activities
2. Doesn't follow through on instructions and fails to finish work or chores
3. Has difficulty organizing tasks and activities
4. Avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort
5. Loses things necessary for tasks or activities
6. Is easily distracted by extraneous stimuli or irrelevant thoughts
7. Is forgetful in daily activities

as well as significant Executive Function impairments as measured by the BRIEF:

1. Inhibit
2. Shift
3. Emotional Control
4. Self-Monitor
5. Initiate
6. Working memory
7. Plan/Organize
8. Task Monitor
9. Organization of Materials

Of particular importance in this group of executive function impairments are the practical implications of Working Memory and Plan/Organize.

In the Working Memory dimension [REDACTED] has severe problems when compared with the general population with the functional impairments including concentrating on tasks, forgetting what she's doing in the middle of things, sustaining her attention, forgetting instructions easily,

remembering things even for a few minutes (such as what she reads) and doing more than one thing at a time. She also exhibits moderate impairment with jobs or tasks that have more than one step. Because test taking requires all of these specific executive function details, difficulty with these will seriously interfere with her ability to perform optimally in a testing situation. While there have been many instances in the past in taking standardized and other tests that she has performed *adequately*, in many situations she has not performed to the level of her intellectual ability because these symptoms were impairing. A real-world example is evident for when she took the ACT exam. On this test, her reading scores were only in the 57th percentile; however, her passage comprehension scores (without working memory) are now in the 70th percentile. Because her scores in comprehension (with a significant working memory component) are in the 25th percentile, this dragged her score down significantly, in spite of the fact that she could reread the items. And would have taken her significantly more time due to the need to reread much more than somebody with typical working memory.

In the Plan/Organize dimension [REDACTED] exhibits severe problems with getting overwhelmed by large tasks, prioritizing activities, and completing tasks. She exhibits moderate impairment with getting her ideas on paper. Because test taking requires all of these specific executive function details, difficulty with these will seriously interfere with her ability to perform optimally in a testing situation. While there have been many instances in the past in taking standardized and other tests that she has performed *adequately*, in many situations she has not performed to the level of her intellectual ability because these symptoms were impairing.

Because the BRIEF has a high level of ecological validity, it is a much better instrument to measure actual day to day functional difficulties than standardized neurological tests. All of the impairments noted above were seen to be significantly, functionally impairing in both the self and observer report results.

Taking a closer look at the results of the Woodcock-Johnson Tests of Achievement IV-Passage Comprehension as compared to the Comprehension results on the Gray Oral Reading Tests-4 (GORT-4).

The results on the W-J measure an individual's ability to understand what they read. There is no working memory involved in this as they are able to read and reread as much as necessary in order to correctly answer the task. [REDACTED] Standard Score on this test puts her in the **top 30%** of achievement levels.

In contrast, her results on the Comprehension Score of the GORT-4 put her in the **bottom 25%** of achievement levels. For this test not only do you have to understand what you read (her ability in that area is in the top 30% as measured by the W-J) but you also have to *remember* what you read. Being in the bottom 25% certainly provides a significant disadvantage to her peers completing the MCAT. In order for her to be able to raise her ability to understand *and* remember what she reads (in order to accurately answer questions), she would have to reread much, much more than the individual taking this test without a working memory impairment. It has been indicated that an individual is allowed to reread the questions on the MCAT; however, this is exactly the point. Because an individual with this level of working memory impairment

has to reread *much more* often than the other individuals taking this test it will take them considerably longer to complete the test and therefore the need for extended time.

This individual has always had significant functional difficulties associated with her ADHD symptoms. Both in high school and in college she had severe difficulties knowing what her assignments were, severe difficulty having the needed materials, moderate or severe difficulty getting started on the homework without procrastinating, severe difficulty persisting with the work without being on and off task and moderate to severe difficulty turning in completed work. Also, if tasks are uninteresting to her she has severe difficulty.

It is because of her tenacity and intelligence that she has been able to compensate for these functional difficulties while creatively self-accommodating (e.g., taking a course pass fail because she knew it would cause her difficulty because of her limitations), spending much longer to complete routine assignments and struggling with sustaining her effort with uninteresting tasks but persisting anyway.

As a result of these numerous functional limitations, not only does she require separate testing and stop the clock breaks, but also extended time to compensate for the inattention and working memory problems that she is able to compensate for on her own in less structured and prescribed circumstances.

A handwritten signature in blue ink that reads "W B. Benninger Ph.D." The "W" and "B" are large and stylized, with a dot above the "B". "Benninger" is written in a cursive script, and "Ph.D." is written in a smaller, more formal font to the right.

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